







SEND Information Report 2024-2025



**“In St Margaret Mary’s School,
we welcome everyone into our community in order to
live, love and learn together in the light and example
of the life of Christ.”**

For information relating to the Birmingham Local Offer please use this link: <https://www.localofferbirmingham.co.uk/>

Head Teacher/ Head DSL Mrs Jayne Logue	SENDCO Mrs Lucy Attwood	SEND Governor Michael McConnell	Parish Priest/ DSL Governor Fr Simon Ellis
<p>Mrs Logue sets the direction of the school and ensures that inclusion is high on the agenda and every individual’s needs are met at St Margaret Mary RC school.</p> 	<p>Mrs Attwood ensures and oversees continuity of provision for pupils with SEND and co-ordinates the work of outside agencies on a daily basis.</p> 	<p>The SEND Governor, Michael McConnell oversees the budget and the effectiveness of the inclusion and accessibility plan. This is reported upon annually at governors meetings.</p> 	<p>Fr Simon oversees the Pastoral and religious life of the school and is the Vice Chair of Governors and as such assures the inclusive nature of the school.</p> 



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**The entire agencies listed below in this table are currently representatives from the Local Authority.
When relevant these professionals attend termly and annual reviews with parents, pupils and staff.**

Educational Psychologist (EP)	Communication and Autism Team (CAT)	Pupil and School Support Officer (PSS)
<p>The role of the Education Psychologist is to support staff, pupils and parents on a daily basis for a range of needs. Examples might be pupils with Downs Syndrome, Attachment or anxiety. The EP use psychological methods and techniques to enable children to access the curriculum. If parents and school agree a child needs an EHC (Educational Health Care Plan) the Educational Physiologist is always involved in this assessment.</p>	<p>The role of the Communication and Autism team is to monitor children with Autism and give staff appropriate support and training. Also in this remit they assist school in identifying any communication, language or social issues that can occur as a result of these difficulties.</p>	<p>The role of Pupil and School Support Teacher is to support school staff and children in the area of cognition and learning.</p> <p>This can be achieved by training staff for interventions, assessment and observation of children, guidance and coaching for staff on using an alternative strategy to achieve an agreed outcome.</p>



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A pupil has SEND where their learning difficulty calls for Special Educational Provision, that is provision different from or additional to that normally available to pupils of the same age.

The 4 Main Areas of Need are:

Communication and Interaction:	Cognition and Learning:
Children and young people with speech, language and communication needs (SLCN) have difficulty in communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication social interaction and imagination, which can impact on how they relate to others.	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health Difficulties:	Sensory and/or Physical Needs:
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



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FREQUENTLY ASKED QUESTIONS

How will the SENDCo ensure the necessary people know about my child's needs?

The SENDCo, Mrs Attwood, will make sure that all necessary school staff are aware of your child's needs and worries. If your child has been identified with extra educational needs, an Individual Target Plan will be written by the class teacher and shared with you and your child. If your child has emotional or behavioural needs only, an Individual Behaviour Plan will be written with the teacher and shared with you and your child.

If your child has medical needs, either a 'Care Plan' or 'Personal Alert Card' will be written in conjunction with the school, the school Nurse and yourself.

All staff have access to a copy of these plans in the classroom. The plans identify how your child should be helped to succeed and make progress. All of these plans will be reviewed on a regular basis.

How will my child's progress be reviewed and when will I be invited into school to discuss this? Will my child be able to give their views?

If your child is identified as not making adequate progress, we will set up a meeting to discuss this with you in more detail and will listen to any concerns you may have too. We will:

- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child's learning
- Your child's progress will be continually monitored by their class teacher
- Progress is reviewed formally every half term and assessments are made in reading, writing and maths in order for the school to track children's progress



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- Each term, the teachers assess your child's achievements against continuum criteria and this informs ITP targets that are reviewed at half-termly
- If your child is in Year 1 and above, but is not yet working at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This is called 'The Engagement Model'.
- At the end of each Key Stage, Years 2 and 6, all children are required to be formally assessed using Standards Assessment Tasks/Tests (SATs). This is something the government requires all schools to do and is the results that are published nationally.
- Children who receive a high level of support in school will have an Individual weekly Plan, which will be implemented by staff. Sometimes children don't need an ITP any more because they have caught up with national benchmarks.
- Sometimes we involve outside professionals, such as Pupil and School Support Service, the Educational Psychology Service and the Communication and Autism Team to support us in making our assessments and these agencies offer further advice.
- The progress of children with an Education Health and Care plan is formally reviewed at an Annual Review with all adults involved with the child's education

If my child needs extra support, will I always be spoken to about this?

If school thinks your child needs extra support, we will always talk to you about this.

Your child's teacher will talk to you about the progress that has been made each term at parent consultation meetings. We also operate an open door policy, and you can make an appointment to speak to your child's teacher or the SENDCo at any point during the year.

If your child has an Individual Target Plan (ITP), these will be reviewed regularly, at least termly.



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If your child has more complex needs, then we will review your child's progress and needs through an Annual Review. Depending on the context of these meetings, sometimes we invite the children to attend. This approach very much values the views of the child, the parents as well as the school's.

Will information that needs to be shared, be made clear and easy to understand?

At St Margaret Mary's, we will ensure we make all the information we need to share with you is clear and easy to understand. If you read our Inclusion Policy this explains how we identify and assess children who we think might have special educational needs.

Our governing body has a governor who is responsible for special educational needs.

How will school work with me to identify my child's needs?

We will work in partnership with you to identify the needs of your child and put in place the correct support, including family support if you need this.

The governing body has a duty to ensure that the school adheres to the Code of Practice under the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010. This means that the school governors hold the Head teacher, Mrs Logue and SENDCo, Mrs Attwood to account.

The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENDCo carry out their duties. One of the key responsibilities of the governing body is to make sure that the school's policy for children with special educational needs or disability (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body.

The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who are SEND.



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How will the SENDCo ask for my permission to involve other professionals to work with my child?

Once a need is identified, it may be appropriate to involve other qualified professionals to support your child. We will ask for your consent and will gain this in writing, as required by the outside professionals.

The governing body, through the SENDCo, ensures that other appropriate agencies are involved in meeting the needs of children with special educational needs. The school is committed to supporting children and young people with SEN and/or Disabilities and works alongside professionals at Access to Education to ensure best outcomes for this group. When other qualified professionals work with your child, permission is granted and the member of the outside agency is introduced. The content of the meetings is confidential and is only shared with parents and the Senior Leadership Team and, depending on the information, your child's class teacher. Please speak to Mrs Attwood if you require any further information.

The SEND governor, meets regularly with the SENDCo. The SENDCo reports regularly to the governing body regarding the number of pupils and their additional needs. The governing body regularly reviews both policy and the information published on the website to ensure it is up-to-date, parent and pupil friendly and in line with government policy and the Code of Practice.

How will I be involved in all decisions and have my views listened to?

We would like you to talk to your child's class teacher regularly so we know how they are doing at home and we can tell you about how they are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.

Your child's class teacher and/or Mrs Attwood (SENDCo) is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.



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Mrs Attwood will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How will my child be involved in decisions about their learning?

If your child has an ITP, they will be involved in reviewing their progress against the targets. This happens half-termly.

We regularly hold pupil conversations to discuss what they have been learning in class and what they think their strengths and weaknesses are. Pupils also share their views about why they are appreciated and what helps them to learn and this forms their one-page-profile, an important working document to inform all adults working in the classroom.

If your child has more complex needs, then we will review your child's progress and needs through an Annual Review. Depending on the context of these meetings, sometimes we invite the children to attend. This approach very much values the views of the child, the parents as well as the school's.

How will I be given support in contacting organisations who can give me advice and support?

We will be happy to give you contact details for organisations who can give advice and support for you and your child. The outside agencies we have access to are:

- Access to Education – Pupil and School Support
- Access to Education – Educational Psychology Service
- Access to Education – Communication and Autism Team



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- Family Worker
- Compass Birmingham Mental Health Support Team

Available NHS services include:

- Paediatricians
- Occupational Therapy
- Physical Disability Service
- School Nurse
- Speech and Language Therapy
- Visual Impairment Service
- Hearing Impairment Service

Please speak to Mrs Attwood if you would like any other contact details.

What support will be put in place when my child moves classes and from/to a different setting?

We recognise that 'moving on' can be difficult for a child with SEND so we take steps to ensure that any transition is as smooth as possible.

Arriving from a Nursery setting in to Reception:

- We will liaise with the SENDCo at the Nursery schools to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies that are involved in supporting your child.
- We organise visits in the July before your child starts with us, so we can meet your child/ren and so you can tell us about what they like, what they dislike and what support they may need in school.
- The children are also invited to transition days in the summer term before they start school.
- All children are screened using Wellcomm- the speech and language tool.



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When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All ITPs will be shared with the new teacher.
- If staff feel your child will be helped by a 'Transition Book', or similar, to support them moving on, then this will be made for them.

If your child is moving to another school:

- We will contact the schools SENDCo and ensure he/she knows about any special arrangements of support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

In Year 6:

- Mrs Attwood will ensure that all information regarding your child's special educational needs are passed on to the new SENDCo.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. This will sometimes be included in their ITP targets, if appropriate.
- Where possible, your child will visit their new school on several occasions and in some cases, staff from the new school will visit your child at St. Margaret Mary's.

How will my school ensure that parents and children with additional needs are fully included in all school activities?



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The school curriculum includes trips out to enrich the experiences children have. We will always try to make sure that children with additional needs and their families are able to take part fully in school trips and social events. Our risk assessments are inclusive of all children with reasonable adjustments and one to one adult support is provided, should this be required. Children with additional needs can also participate in after school clubs. Parents are always consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

All children participate in their class assemblies and other performances, such as musical performances.

When we have outside theatre companies in to perform, the additional needs of pupils are considered.

Whenever possible, all children join in, unless participation, especially around noise level, may cause the child unnecessary distress and anxiety. We will provide these children with alternative provision.

How will my school provide good teaching for my child and extra support when needed?

St. Margaret Mary's R.C. School uses a range of strategies to monitor the progress of children and to ensure that good teaching is in place for all pupils. We provide good teaching for your child and extra support when needed. We do this through:

- Class teachers planning lessons according to the specific needs of all groups of children in their class, which will ensure that your child's needs are met.
- Specially trained staff adapting the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies being used to support your child individually and in groups.
- Planning and teaching being adapted on a daily basis if needed to meet your child's learning needs.
- Classroom observations and learning walks, including monitoring the learning environment.
- Tracking your child's progress and through termly pupil progress meetings with senior staff.



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- Termly book scrutiny for all classes and constructive feedback to teachers.

How are staff trained to support the needs of my child?

All school staff receive appropriate training so they have the knowledge and confidence to support the children's needs. At St. Margaret Mary's RC School we hold regular staff and teaching assistant meetings. These are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes training is run by specialists, for example: the NHS schools nurse runs Epi-pen, Diabetes Awareness and Asthma training, or training by a member of the Communication and Autism Team.

At St. Margaret Mary's R.C. School, we have a training plan for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism and ADHD.

Individual teachers and teaching assistants attend training courses run by outside agencies that are relevant to the needs of specific children in their class or groups, for example: Direct Phonics, Precision Teaching and/or targeted Speech and Language Therapy.

How is work differentiated at the right level to make sure my child makes good progress?

Teaching and support staff will accurately assess the level children are working at and differentiate the curriculum accordingly.

We use a range of criteria and evidence to help us identify the level children are working at. This might include:

- Checking the words children can read and spell independently
- Moderating writing together
- Making observations
- Use of assessments, termly



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This helps teachers to plan work for all children to make progress. The work and support will be adapted for different groups of children. We use the following to support children with additional needs to become independent learners:

- Interventions
- One to one or group support
- Adapted tasks and resources

What types of learning resources are available for my child?

A range of resources are available in all learning areas to support learning for children operating at different levels. These are identified on children's Individual Plans. Specific resources for some children are held in their classrooms. These include:

- In Key Stage One (KS1), the children have access to our 'Big Cat' group reading books, that match our systematic, synthetic phonics programme. Our 1/2 termly assessments ensure that the books selected match the child's reading level.
- In Key Stage Two (KS2), children who are still developing their skills in reading have access to our 'Oxford Reading Tree' and 'Project X' books that, following assessments, are matched to their level of reading.
- We have a range of Computing equipment including laptops, iPads and recording equipment to support children in recording their work in different ways across the school environment and the 'Hope Suite' provides these enrichment learning activities.
- Children are encouraged to talk with partners or in small groups to develop their ideas, reason and articulate before recording them.
- Positions of tables and chairs are always considered for children with physical, hearing or sight impairment.



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What resources does the school offer if my child has significant social and or communication needs?

Where necessary, resources are available to support the learning of children who have significant social and/or communication needs. We have access to an Emotional Resilience Coach who can support pupils and their families within the school environment.

We use visual timetables and/or now and next boards for some pupils, so that pupils understand the routine of the day. This supports children who have difficulty with changes in routine.

We work closely with the Communication and Autism Team and members of the team visit to observe, assess and offer advice on ways to support children with autism.

What support is available if my child needs support with managing behaviour or dealing with social situations?

At St. Margaret Mary's R.C. School, we provide support for children if they need support with managing their own behaviour and/or to build up skills and confidence in dealing with social situations.

We have sanctions and rewards, as set out in our Behaviour Policy to encourage children to make the right choices. This is consistent across the school.

It may be necessary for your child to have an Individual Behaviour Plan, to support their behavioural needs. This will be discussed with you and targets will be shared and reviewed regularly.

Who can I contact for further information or if I have a complaint? If you are requiring further assistance or are unhappy with the school's response to meeting your child's needs, then please contact your child's class teacher in the first instance. If your concern is not resolved, then please contact the SENDCo and/ or the Headteacher. A copy of our Complaints Policy can be requested from the school office or is available online on our website.



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Head-teacher: Mrs Jayne Logue **Deputy Head-Teacher:** Mrs Kirsty Hannon-Dalby

SENDCo: Mrs Lucy Attwood

(enquiry@stmgtmry.bham.sch.uk)

0121 464 6355